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ABSTRACT

This publication presents a planning model for and provides examples of a unit teaching approach for helping middle school students develop social responsibility. The authors believe that if the middle school is to be effective in providing sound educational experiences designed to contribute to the development of the total individual, instruction must be based upon the needs of the students at this early adolescent stage of development. Unit instruction is a most effective basis for planning and directing learning and for fulfilling the purposes of the middle school. To help teachers develop a unit teaching approach, a three-step planning model is presented. First, the needs and interests of students, strengths of faculty, and interrelationships of topics or issues within all content areas should be explored. Team support by the entire instructional staff is required. Brainstorming discussion sessions among faculty members and between faculty and students should be held. Second, a resource unit, defined simply as a collection of hardware and software on a particular topic or concept, should be constructed. Through this process, all appropriate objectives, materials, avenues of instruction, applications of learning, and sources of information for students and teachers are explored and compiled. An example of a fifth grade "Resource Unit for Community Planning" is provided. The third phase in planning is the development of an instructional unit. A common conceptual theme must be selected that draws support from the knowledge and areas of expertise of each teacher involved and addresses issues relevant to students. Concepts, appropriate materials, and such activities as social action projects are then selected from the resource unit that supports the goals and objectives. An excerpt from a six-week unit on China and Japan is provided as an example. The publication concludes with a discussion to help teachers implement and evaluate a unit of instruction. (Author/RM)

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Developing Social Responsibility in the Middle School:

A Unit Teaching Approach

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CHAPTER 1

THE UNIT: A BASIS FOR TEACHING AND LEARNING IN THE MIDDLE SCHOOL

Teaching in the junior high or middle school represents a rather complex endeavor quite unlike that of either elementary or high school. The organizational framework of many schools has separated these grades because of the belief that facilitation of learning during these critical years is an enterprise requiring a unique kind of teaching and learning. However, a concern of many educators is that the production of materials and formulation of instructional strategies has not kept pace with the changing needs of teachers and students, especially in the middle school grades.

Most teachers experience frustration in attempting to provide effective learning opportunities for students in these middle grades. Neither the structure of skill and process mastery of the elementary years nor the content orientation of the high school appears to be adequate. This stage marks the ending of the most formative years with respect to self-concept and value identification. Also during these years, students begin to demand that there be some relevance between the curriculum of the school and the problems they encounter in their daily lives. Those who have worked with students during this transitional or evolving age can truthfully state that, while this is one of the most demanding ages to teach, it is also one of the most rewarding. It is a time of questioning, development of social and physical self, and an increasing ability to think about abstract things, peoples, and places. During this time, most adults begin to recognize that these individuals are the citizens of tomorrow.

What this means to the classroom teacher is that a plan of action must be formulated based on the needs of students. In the past, educators managed to divorce themselves from immediate needs and issues in students' lives, for the most part by placing more emphasis on content teaching, without spending much time helping students perceive how what they were learning could be applied to daily living. This approach has also been true of newer programs, which stress problem solving, decision making, and value development.

In the absence of problems and issues relevant to them, students perceive instruction in the schools and the tasks and responsibilities in everyday life to be quite incongruent. The world is rapidly changing. No longer can educators anticipate the needs of students following graduation. What must be done is to teach students the skills and abilities they will need to adapt and direct this change toward positive ends.(2)

Does this mean that the curriculum as it now exists has to be replaced by one built solely on the issues and problems kids face? The answer is an emphatic no. Content goals have traditionally been among the highest priorities, with facts and information near the top of the list of objectives. It should be recognized that facts and information do form a data base from which concepts, generalizations, and understanding are built. Knowledge must be present or acquired for both problem solving and its counterpart, decision making. However, programs that stop with the acquisition of information afford few opportunities for students to become involved with issues, problem solving, and decision making and resultant construction of understandings and generalizations. There must be a balance

between product and process that does not compromise the first and most fundamental priority of relevance. Decision making cannot be taught by inculcation or in the absence of real-life situations. The task of the teacher is to select content that gives meaning and supports the child's activity, as opposed to presentation of content in hopes that meaningful application may be made.

The dilemma of the middle school teacher emanates from two conflicting goals. On one hand, there is an emphasis on student conformity, respect for authority, and knowledge of specifics. On the other hand, our rapidly changing society demands that students learn how to ask pertinent questions and develop methods of problem solving, decision making, and a positive concept toward themselves and the people and things in their environment, all within a complex cultural milieu.

Specifically, with reference to selection of content, can preexisting units be used to teach students how to think, to make decisions, and, in general, to deal with relevant problems and issues? Theoretically, the place to begin is in the determination of those issues that directly or indirectly affect students, such as peer-group relations, drug use, or energy conservation. Selection of content should center about the teacher's decision of whether and how the material selected can facilitate student skill learning. If none can be perceived or if the teacher's expertise or interest is overwhelmingly lacking, it would be wise to select an area that has decisive value. For example, a seventh grade school in a small midwestern town is scheduled to include a unit on the Northwest coastal fishing industry. However, after exploring a great number of potential information sources, the teacher is able to find few materials, information, or resource people. The conceptual focus of the unit was to be that of "interdependence." The decision should be to select another unit that would be more likely to meet the objective and that has available resources and meaning for these students.

It is erroneous to assume that the content of the classroom textbook may be adjusted to the needs and interests of a particular classroom by a reorganization of sequence. In some cases, authors and publishers have done remarkably well in making content learning relevant; however, the majority have not. It is the responsibility of the teacher to build relevance between the material presented and student needs. This can be done only if the potential exists initially.

In summary, the highest priority must be given to educational opportunities that facilitate the development of thinking but not in the absence of content and structure. A major difficulty in today's middle school classroom is a result of mixed and/or confused priorities. Placing emphasis on separate subjects and covering the content does little to mold the important factual basis of content, value and moral development, and inquiry and process skills into a balanced and unified educational effort. Successful teaching and learning is dependent on unification of these elements into a program with student involvement, concept development, relevance of student needs, and decision making as primary methodological criteria. Teachers at all levels must be committed to those means that help individuals clarify their position with respect to their social, physical, and affective environments and that promote active and constructive participation in society.

The unit method described in the next section takes into account this need as well as the interrelatedness and interdependence of values and knowledge inherent in making decisions. This method is a vehicle that teachers may readily use to translate instructional goals into teaching/learning practice.

The Unit: Basis for Middle School Planning

If the middle school is to be effective in providing sound educational experiences designed to contribute to the development of the total individual, instruction must be based upon the needs of the students at this early adolescent stage of development. Pupils in the middle school have a variety of interests and personal needs. They face a number of problems because of their changing physical, emotional, psychological, and social nature. If learning is to be meaningful, students must be involved in the learning process, and they must be able to see how such learning is important in their lives. Because of the tremendous curiosities that exist in the minds of middle school children, each must be given an opportunity to explore those areas of personal interest and significance. Instruction must also provide the pupils the opportunity to think independently and to utilize and extend their decision making abilities.

The curriculum for the middle school must be planned with great care by professionals who are knowledgeable and experienced in this area. Instruction must be well organized and based upon what is known about the nature of the learner and recent pedagogical trends. To deprive the students of instruction based upon sound educational and psychological foundations would, indeed, be a waste of time, talent, and resources for both children and teachers. Effective instructional planning must involve the expertise of the total school staff.

It is imperative that professionals, especially teachers, have broad powers in determining and planning the curriculum for the middle school. It is the professionally trained and experienced teachers who must determine what educational experiences will be worthwhile for the students in their classrooms. Therefore, teachers should be directly involved in planning instruction congruent with both the purposes of the school and the needs of students. Ideally, the needs and the purposes should be identical. This interrelatedness may easily be seen in the following purposes of middle school instruction:(1)

1. to help the pupils understand themselves as individuals with personal needs and social responsibilities
2. to assure every pupil some success in understanding the underlying principles and ways of knowing in the area of organized learning
3. to promote maximum individual growth in the basic learning skills
4. to foster independent learning on the part of every pupil
5. to permit wide exploration of personal interests

These purposes are, indeed, comprehensive and complex. Haphazard, piecemeal planning can hardly be expected to prove effective in attaining any of the above with any high degree of success. How, then, can teachers plan instruction that will be organized, yet flexible enough to satisfy these purposes?

Obviously, there is no one answer to this question. However, with some modification, the traditional unit method of instruction appears to be one of the most efficient and effective tools that teachers can use in organizing instruction. The concept of unit teaching is not new. It has played a significant role in planning for more than fifty years. Considerable literature may be found concerning units of instruction from the 1920s to the present. During this last decade, however, this kind of plan has nearly disappeared from the repertoire of teachers graduating from colleges and universities. The reasons for this deemphasis

grew out of criticisms, including (1) the tendency to compartmentalize teaching and learning; (2) the emphasis on contact learning without relevance to present-day problems and issues; (3) an apparent incompatibility with the conceptual and inquiry-discovery approaches of the 1960s; and (4) the difficulty in relating the content to the scope and sequence identified in classroom textbooks.

These criticisms deal with instruction, that is, they deal with interpretation and implementation rather than the basic structure of the unit plan. Admittedly, it is difficult to depart from the familiar style of textbook teaching. But unit instruction is a most effective basis for planning and directing learning and for fulfilling the purposes of the middle school. Furthermore, this method affords the professional staff members the ability to select and design instruction that they have determined as being important for the students in their classrooms.

Types of Units

There are essentially two kinds of units: the resource unit and the instructional unit. The *resource unit* may be defined simply as a collection of hardware and software concerning a particular topic or concept. The *instructional unit* is a plan of action, including objectives, materials, concepts and skills, procedures and activities, and assessment and evaluation. Theoretically, the teacher selects ideas from the resource unit to use in the instructional unit.

Division of content into units has traditionally been on the basis of "natural divisions of content." In science, common titles included such topics as insects, rocks and minerals, and electricity and magnetism. In social studies, the division was according to either geography or history topics, such as Mexico and South America or the Civil War and colonization. It is apparent that past criticism of this approach may have been justified. It was difficult to build relevance between topics beyond the realm of interest and experience and the immediate issues and problems of students. However, this is not a criticism of the unit method of planning.

Both the resource unit and the instructional unit are important tools for the teacher in the selection of concepts and skills as well as in designing instructional modes that best suit the learning styles of the classroom students. In the traditional unit, content learning was the major goal. In the modern version, both skill and content must be priorities. The content must be relevant to the issues and problems students must face daily. Teachers must build a reservoir of objectives, skills, activities, materials, resources, and assessment tools from which the most effective plan can be organized for a particular group of students. In addition, this resource collection must be of a multidisciplinary nature and must include material and ideas from a wide range of content areas and resource people inside and outside of school. No one subject area by itself can provide the necessary knowledge and skills for facilitating decision making.

It should be evident that what is being advocated here is a three-step planning model. First, the needs and interests of students, strengths of faculty, and interrelationships of topics or issues within all content areas must be explored. To realize maximum effectiveness, team support by the entire instructional staff is required. Brainstorming discussion sessions among faculty members and between faculty and students should be of immense value in revealing potential topics and issues as well as in the design of potential instructional methodologies. Specific

emphasis should be placed on existing content and its relevance to the topic under consideration.

Second, a resource unit should be constructed. While this aspect will be discussed in depth in chapter 2, it is important to mention here that it is a critical step. Through this process, all appropriate objectives, materials, avenues of instruction, applications of learning, and sources of information for students and teachers are explored and compiled. Building a resource unit is especially essential in the development of decision-making units. This unit provides the needed structure whereby a team of teachers can propose knowledge, values, skills, and modes of instruction from each area of teacher expertise. A disadvantage of the instructional unit by itself has been that after a teaching plan was adopted, the other suggested alternatives were abandoned. With the resource unit, the base remains whereby the instructional unit becomes more dynamic.

The third phase in planning is the development of an instructional unit. As in the resource unit, this must involve an integrated effort by a team of teachers. A common conceptual theme must be selected that draws support from the knowledge and areas of expertise of each teacher involved and addresses issues relevant to students. While this task has proven to be one of the more difficult, it is one of the most significant. Concepts, appropriate materials, and such activities as social action projects are then selected from the resource unit that supports the goals and objectives.

Advantages of the Unit Concept

The unit is adaptable to a variety of organizational patterns. It can also be employed by teams involved in interdisciplinary or single-discipline planning. Both the concept of unit instruction and team teaching are considered by many as essential elements of middle school instruction. By employing unit instruction, the professional staff is able to work as a team in determining appropriate topics of study and activities for children in the middle schools. The remainder of this chapter elaborates on the advantages of unit planning as they relate to the purposes of middle school instruction, with specific reference to decision making and social responsibility.

Unit planning puts the teacher in control of the teaching-learning situation. Professionally trained teachers in the school are in the best position to provide learning experiences that are in accordance with the personal needs of each child in their classroom. Teachers can collectively pool their talents in selecting activities that will help the students better understand their personal needs and provide appropriate experiences for helping to meet these needs.

Unit planning makes instruction relevant to the experiences and needs of individual students. Teachers are best informed as to the individual personalities and prior experiences of the children in a school. Because of individual differences, instruction must vary accordingly if it is to be relevant. The child who has experienced an environment lacking in support and love would have different needs than the child who has been given these necessities. By including a wide range and a great variety of activities in the unit, the teacher is able to prescribe activities that will best suit each child. Providing realistic activities that help pupils understand and deal with their needs will enable them to succeed and, in turn, to improve their self-concepts.

Unit instruction provides decision-making opportunities directed toward socially responsible behavior. Developing a sense of social responsibility and helping children to accept their social responsibilities may also be facilitated by unit instruction. Such an objective cannot be accomplished unless pupils are dealing with situations that require them to make decisions that will help them to clarify their expectations and responsibilities. If citizens who are capable of intelligent participation and decision making are to be developed, these skills must be cultivated in the middle schools.

Unit planning also provides the capability to develop social responsibility by enabling teachers to deal with local as well as global current critical issues and problems, such as school vandalism, dwindling natural resources, or world hunger. By selecting relevant topics and relating skill and content learning to them, pupils become better informed, are more interested in learning, and begin to perceive themselves as contributors to the solution or resolution of these issues and problems. If today's pupils are to contribute to society in a positive fashion, they must first of all be helped to develop an awareness and concern for what is happening in their world.

Unit instruction translates learning into social action. Activities may also include experiences that provide pupils a chance to exercise their social responsibility. These activities could involve the students in local events that might be of personal interest. The opportunity to voice an opinion, make a decision, or take an action in a school or community issue places pupils in an active role that, it is hoped, will continue into their adult years. With teachers designing units that offer relevant topics and require children to become active participants in their environment, pupils will be less hesitant to fulfill their social responsibilities in the school and in the community.

Unit planning provides for development and utilization of diverse competencies among teachers and is a vehicle for bringing these together in meeting common goals. A central objective of the public schools is to provide pupils with knowledge that will enable them to make intelligent choices. To accomplish this, teachers themselves must be knowledgeable about what they are teaching. The middle school concept enables teachers to identify with a specific discipline. With the ever increasing wealth of information, it is often difficult to keep abreast of the latest developments in many content areas. Unit planning provides the professional staff an opportunity to select a content area of interest or expertise and to plan and develop activities that utilize current information and materials.

By assuming leadership responsibilities in one area, teachers are able to plan experiences that will transmit essential information for each subject area. Teachers may plan activities that provide children an opportunity to actually gather information in the same manner as an expert in a field may research a topic. For example, the student might engage in a survey that might employ the methods of inquiry used by a social scientist.

Teachers who become responsible for leadership in planning for a selected content area in a team situation are constantly receiving suggestions and ideas from others who are specialists in other disciplines. This type of planning often leads to integrated activities concerning the topic at hand. Involving pupils in integrated learning activities enables them to better identify and understand the relationship between the various school subjects. This integrated approach to instruction often leads to greater pupil interest and helps promote relevance in the curriculum.

Unit instruction promotes basic skills development. Skills necessary for daily living must be acquired through meaningful experiences rather than through a "skills for skills sake" approach. Children are different in their ability to acquire and perform basic skills. In planning units of instruction, great care must be taken to provide pupils adequate opportunities to demonstrate their abilities in such areas as critical thinking, reading, math, communication, and human relations. Because the unit is a flexible instructional tool, a variety of skills activities may be provided for selection in accordance with the needs of the learner. Future units may introduce new skills and reinforce those that are determined necessary by the teacher.

Unit instruction fosters independent student inquiry and learning. Every unit should be planned so that each pupil has an opportunity to independently pursue any areas of personal interest. If dynamically planned, almost every unit topic will have some area of interest for each child. Units in social studies and science particularly lend themselves to a wide array of interesting areas of study. A unit should include a variety of activities and experiences that require the efforts of the individual learner. Many research activities provide pupils the chance to work independently to secure information that will satisfy their curiosities. By providing each child an opportunity to work as an individual in the learning process, a great degree of personal satisfaction is assured every time the child meets with success. Because the teacher is aware of the abilities of each child, it is possible to design instruction that provides the learner with independent learning activities that are best suited to individual talents. Children soon become willing to work more often on an independent basis as they gain confidence in their ability to do so.

Unit instruction permits exploration, application, and integration of the personal interests and abilities of students regardless of content area. Nearly every unit topic should have the potential for advancing and using the diversity of student expertise within the class. The teacher's task is to isolate these strengths and then design a strategy whereby development of conceptual understandings by the majority of students is enhanced. Integrative planning of this nature not only permits but encourages the creative talents of teachers. Such creative planning usually results in areas of study that spark the growth and exercise of personal interests and abilities of students within the context of the unit.

In addition, integrated planning broadens the dimensions of the topic at hand and enhances the overall appeal. For example, a social studies unit on Japan might involve a study of the economic, social, political, historical, and geographic aspects of this nation. By integrating reading, language arts, music, art, and science activities, the unit takes on new dimensions and should heighten the interest of the learner. A unit of this type enables the students to select and investigate areas of personal interest. In so doing, students develop a feeling of ownership for their experiences, and learning becomes personally more significant.

In conclusion, the unit concept is a viable basis for instruction in the middle school. Because of its structure, it is an important tool that permits educators to focus their combined efforts toward meeting both the immediate and the long-range needs, interests, and goals of students. The unit also has great flexibility and is adaptable to a variety of organizational and team-planning situations. It provides a means by which teachers can account for the need to: (1) actively involve students in the learning process; (2) facilitate the learning of both skills and areas of knowledge; (3) provide opportunities for development and application of

decision-making skills; (4) promote transfer of learning across content boundaries inside and outside of school; (5) make the curriculum more relevant by addressing critical issues, problems, and concerns; and (6) develop student awareness, skill, and values and attitudes inherent in the concept of social responsibility.

Equally important, the unit may be designed to meet the social, emotional, and psychological needs of middle school children. Because of its flexibility, unit instruction may be planned so that individual needs, differences, and interests are considered. Since children undergo considerable changes during the middle school years, instruction must be flexible to help them adapt and accept these transitions with as much success as possible.

CHAPTER 2
PLANNING FOR CLASSROOM INSTRUCTION

This chapter offers some considerations when planning for unit instruction and provides sample unit and lesson formats that are currently in use in a number of middle schools. It also contains a review of the basic components of a suggested unit format; provides a sample resource unit that was developed by the cooperative efforts of teachers, pre-service teachers, and university faculty members; presents a basic rationale for and components of an instructional unit; and offers a selected exemplary field-tested lesson. The topics included are dealt with in a general nature, since the purpose of this text is not to deal with all of the aspects of unit development but to provide a model and supportive illustrations that should prove useful in actual classroom practice.

Considerations for Planning

Volumes have been written on the topic of planning, and there are, indeed, a number of important factors to ponder as one undertakes this process. Following are some elements that are consistently deemed important by many teachers, including time, administrative support and resources, and teaming.

Time

The enemy of almost every teacher is the clock. Planning for teaching requires much time and effort. Since time is a precious commodity for the teacher, it is essential that it be used efficiently. To facilitate planning, many middle schools have adopted the concept of teaming, which oftentimes provides teachers with the opportunity to assume leadership in planning for a specific subject area. Such an organizational practice can free teachers to devote most of their planning efforts to a particular specialization or interest. Generally, teachers have expressed approval for this organized practice, yet few will agree that it has eased the persistent time bind.

Middle school planning is frequently more time consuming than planning for traditional classroom instruction. This is especially true when one considers the importance of the subject "specialist" aspect of middle school teaching. In-depth planning requires a great deal of research on the part of a teacher, whatever the subject may be.

In an effort to plan adequately for specific areas, teachers must secure information and resources outside of the school building. Teachers frequently find themselves traveling to libraries, media centers, and nearby universities to prepare for instruction, as well as attending professional meetings and conferences. These trips are time consuming and, more often than not, are very demanding of the teachers' own time and expense. Needless to say, the time a teacher could spend on merely keeping up-to-date on recent developments in a specific subject area is astounding. Yet, if instruction is to be relevant and meaningful, teachers must devote time to researching, locating resources, and participating in professional development.

Another time-consuming aspect in many middle schools is the role of teacher-counselor. Although this concept is educationally sound when the develop-

mental aspects of the middle school learner are taken into account, the teacher must devote much time to ensure its success. Typically, the teacher-counselor is responsible for establishing an ongoing relationship with twenty to thirty pupils. Teacher-counselors are often responsible for determining and coordinating individual programs of study, discussing individual concerns and/or difficulties, and identifying the interests and needs of the pupils in their charge. Many schools consider the increased requirements of the teacher-counselor concept and provide the teacher additional time. Quite often, however, the time allotted is insufficient for the teachers to adequately carry out these additional responsibilities.

There are numerous other factors which could be discussed to support the fact that good teaching requires a great amount of time. Planning for instruction and the teacher-counselor concept are included because they express important aspects of the middle school. While the organizational aspects of the middle school oftentimes appear to ease the time requirements of the teacher, this is not necessarily the case. The effective middle school teacher must spend considerable time on both planning and attending to the needs of students. To successfully achieve their professional expectations, teachers must receive adequate opportunity for such preparation.

Administrative Support and Resources

Closely related to the time factor are the many administrative considerations that are necessary to provide adequate support for the middle school teacher. Since teachers are normally restricted to the school building during planning periods, they are forced to use their personal time to take care of these matters. Providing blocks of planning time that would permit teachers to take care of their "off-premises" planning would be especially helpful.

Although it traditionally has seemed reasonable for teachers to take time from their personal schedules, this is hardly a fair request. Teaching can drain both the physical and the emotional stamina from an individual. Teachers need time to relax and to recuperate so they can undertake the next day's activities. Personal time is also necessary if teachers are to maintain a healthy attitude toward the profession. If the morale of the professional staff is to be positive, provisions must be made so that teachers can realistically fulfill their professional and personal responsibilities.

Administrators should also assist in providing an adequate resource base for their teachers. If instruction for the middle school child is to be consistent with knowledge concerning the nature of the learner at this level, it is obvious that a textbook/workbook approach for teaching is inadequate. Dynamic instruction in the middle school depends upon a wide variety of resources. Among these are media, library, and community resources.

To facilitate the use of these resources, teachers must be aware of all of the resources at their disposal. In many districts, media centers have been established to order, catalog, advertise, and distribute district media materials. These centers have greatly assisted teachers with their attempts to secure and utilize many types of resource materials.

Libraries must also offer a wide selection of literature and reference materials if teachers are to plan instruction that meets the individual needs and interests of the learner. Adequate materials that deal with a vast array of topics should be available for teachers as well as students.

Literature can especially assume an important role in middle school instruc-

tion. During this stage of life, children experience traumatic changes that frequently cause great frustration and worry. Literature can serve as a vehicle for helping the students to better understand themselves and their problems. Many books are available today that deal with the dilemmas of these years of change in a realistic and tasteful manner. Instruction may be greatly enhanced by the use of all types of literature, and it is important that teachers have access to this valuable resource.

Recurring goals of the middle school are to provide pupils the opportunity to explore their areas of interest and to develop their capabilities to pursue learning independently. Reading resources are especially important if these goals are to be achieved. A variety of resources, including informational and reference sources, must be available to pupils. These sources must be current and relevant if pupils are to derive the full benefits of independent learning. Meeting the needs and interests of the pupils hinges, to a great degree, on the resources of the library.

While such resources are crucial in the middle school, many school districts are plagued with financial difficulties and are unable to afford them. Yet, if the middle school teacher is to achieve those purposes that are considered essential, some way must be found to provide the adequate resources for the task at hand. Too often this is not the case. Middle school teachers spend countless and often frustrating hours in making and/or acquiring resources on their own. Are the expected outcomes of the middle school realistic if instructional resources are not sufficient?

The community is an often overlooked resource that can be utilized to enhance middle school curriculum. The community may be used in a number of ways to make instruction more interesting and relevant. Most communities have resources too numerous to mention that could add an exciting dimension to the classroom. Some teachers have acquired elaborate files for community resources that they have used throughout their years of teaching. Such files often include resources listed by alphabet or topic, along with a brief description of the resource and the name and phone number of a contact person. A central file of this type might encourage the use of the community resources. Surprisingly, the wise use of these resources often helps to promote a feeling of goodwill between schools and the community.

Administrators should provide support for teachers who do want to utilize community resources. Oftentimes, the process of making arrangements for field study or bringing resources into the classroom is lengthy and complex. As a result, many teachers are reluctant to involve community resources in their instruction. The community cannot be excluded from the middle school curriculum if pupils are to be concerned and participating future decision makers. Support that facilitates rather than discourages the use of this valuable learning laboratory must be provided.

Professional development is a necessity if the middle school teacher is to maintain a high degree of expertise and competence. Provisions must be made for teachers to participate in activities that will enhance their professional growth. Teachers should be encouraged and rewarded for taking course work and attending professional meetings and in-service programs that will contribute to their effectiveness in the classroom. Professional development must occur if teachers are expected to keep up with recent developments in their fields. Sound planning and instruction are dependent upon a teaching staff that is actively concerned and involved with professional development. The degree of their concern and involvement is highly dependent upon administrative encouragement and support.

Teaming

Team planning/teaching is an important component of the middle school concept. Since successful teaming includes sharing and listening, mutual understanding, and cooperation, human relations skills are strategic. A great advantage to team planning/teaching is that many professionals are contributing to the total process. More often than not, the ability to share ideas among colleagues leads to more exciting and effective instruction. It is important, however, to establish and maintain an atmosphere that promotes a free exchange of ideas. Team members must be sure to respect the ideas and opinions of others throughout the entire planning and instructional process.

Brainstorming has proven to be one very successful technique to employ for a team planning session. This process permits members to contribute their ideas in a spontaneous fashion. In a brainstorming session, all ideas posed must be accepted, and judgment concerning the merit of an idea must be withheld until after the session. This is a very important rule, because ideas that initially seem ridiculous and far-fetched often later prove to be both creative and critical elements in instructional design. Sharing ideas in an open atmosphere where individuals are not threatened and ideas are evaluated by merit rather than from a personal standpoint can help to establish mutual support and respect among the staff members. By listening with an open mind to the thoughts and ideas of others, imaginations are often sparked and horizons expanded.

The willingness to share and listen also brings about a greater integration within the curriculum. This is especially true when a team is organized in a multidisciplinary fashion. Planning a unit with professionals from various subject areas helps to establish relevance in the curriculum and gives subject specialists an opportunity to see how other subjects are related and how they can be used to enhance the understandings of their particular discipline. More importantly, an integrated curriculum helps pupils to make sense of what oftentimes seems to be a learning environment compartmentalized to such a degree that they see little relationship among the various subjects. A curriculum lacking integration is often meaningless, and pupils see little application for what they are being taught.

The willingness to try to understand others is also a key factor in the teaming concept. Each team participant should make a conscientious effort to understand positions taken by other members of the team. While individuals need not agree on a particular issue, they must be aware of those circumstances that may contribute to the opinions of others. At times, differing opinions make it difficult to keep feelings and emotions under control. However, an atmosphere of mutual understanding and respect for every individual must prevail at all times. Because of the delicate nature of each individual personality, an unkind word or an uncontrolled emotional remark can quickly destroy an atmosphere of mutual support and trust.

Effective team harmony also depends upon the willingness of every individual to assume responsibilities for planning and instruction. A team cannot be successful unless everyone contributes throughout the entire process. If people continually fail to be dependable, the entire team will suffer from discord and a loss of morale. On the whole, teachers are a very dedicated, cooperative, congenial group of professionals who are proud of their work and who have sincere feelings and concerns for others. These characteristics should be cultivated, since they can certainly enhance the effectiveness of a team planning/teaching approach.

A Sample Resource Unit Format

Although the merits of unit instruction were discussed in chapter 1, it may be beneficial to review some of its advantages. Unit instruction provides the professional staff with the opportunity to design and implement a curriculum that they deem best suited for the pupils of the school. The unit is flexible in that it is adaptable to a number of middle school organizational patterns, and it is especially functional in a team planning/teaching situation. Unit instruction can provide for individual needs, differences, and interests, and activities can be designed to afford the learner an opportunity to work on an independent basis. Although there are other advantages to unit instruction, the above are designed to demonstrate that the unit is capable of meeting the needs of many teaching situations.

The purpose of this section is to provide a suggested sample unit format that might serve as a guide to those teachers who are interested in planning a unit of instruction. There are generally two classifications of units: the teaching unit and the resource unit. A teaching unit is designed for a special group of children and relates specific teaching practices on an ongoing basis. The resource unit is described as "a collection of materials, activities, and resources related to an area or topic and organized in a functional way which a teacher uses in planning and developing a unit of work for his [her] class."(8:437)

It may be concluded from the above descriptions that the resource unit is the most appropriate for a text of this nature, since it is designed to accommodate a wide variety of learning styles and abilities. The resource unit is functional in that it allows teachers to select from it those elements that best suit the needs of the pupils in their classrooms. The primary criterion for the design of any resource unit is that it must provide an effective and efficient means of collecting and organizing ideas for easy retrieval in preparing instruction units.

The resource unit usually consists of an overview, the learning outcomes desired, motivational activities, choosing and teaching skills and habits, learning activities, evaluation, and resources to be used. While each section is interdependent, the following divisions have proved to be useful in planning efforts.

Unit Overview

The overview briefly identifies the nature and scope of a unit and provides a rationale for its importance as a part of the school curriculum, including its relevance to the needs of children at the middle school level. An overview is not an in-depth analysis but states a brief introduction to the topic and usually indicates where the unit begins and ends.

Learning Outcomes Desired

This section of the resource unit might easily be divided into three categories: (1) developing ideas, (2) selecting affective goals, and (3) choosing and teaching skills and habits.

Developing Ideas

Concepts concerning the topic of study should be carefully selected by the professional staff. To provide children with the essential information for the selected topic, teachers should decide which ideas are important and guard against

making this segment merely a factual hodgepodge. It is not uncommon to discover units crammed with useless facts that are much too detailed for the pupils. It is wise to avoid such specifics as numbers of tons of exports, the square mile size of a land mass, numerous dates, and the memorization of vast amounts of content.

This segment of the unit should include only those ideas that are appropriate for the learning abilities of the middle school child. Concepts must be in harmony with the developmental nature of the learner at this level. The professional staff must take great care in selecting only those concepts that are adaptable to the various learning abilities, interests, and needs of their pupils. Such variety increases unit flexibility and provides the teacher with numerous opportunities to individualize instruction.

Selecting Affective Outcomes

Every unit has outcomes that are affective in nature. When planning, teachers must consider what values and attitudes may be appropriate to develop in the unit. Quite often, affective outcomes are not given sufficient attention in unit planning. Unlike concepts or ideas, they are often difficult to identify and, as a result, are frequently omitted or written using vague and obscure language.

Because of the nature of the middle school learner, affective outcomes are equally as important as the cognitive. The middle school years are a critical period when pupils are faced with numerous circumstances that influence both attitudes and values. Peer pressure frequently causes the preadolescent and early adolescent to question and oftentimes cast aside previously established values and attitudes. During this period, preadolescents no longer completely understand and/or accept the rules and role of the school and many become alienated toward adult values and authority. Too often in an effort to change this alienation, adults try to impose their standards upon the preadolescent. The results may be negative and frequently lead to further alienation. Parents and teachers must recognize the various physical, social, and emotional turmoils that are encountered during this stage of life and must provide the necessary encouragement and support.

Teachers must give considerable attention to the affective area of learning. Like cognitive outcomes, affective outcomes should be selected in light of the developmental nature of the middle school learner. Care must be taken to ensure that these outcomes are stated in a realistic fashion, avoiding many emotional terms and trite phrases. More importantly, the inculcation of values and attitudes should be avoided at all times. Because of the importance of affective outcomes, the professional staff should make a concerted effort to keep abreast of recent literature concerning this important topic. A bibliography on this subject is provided further on in this chapter.

Choosing and Teaching Skills and Habits

Skills and habits make up yet another part of the educational outcomes section of the resource unit. Again, the selection of these skills must be educationally sound and must depend upon the abilities, interests, and needs of the students. Developers of a unit should determine what skills are essential for an understanding of the topic and what will be needed to complete the learning activities included in the unit. Skills should not be selected for skills' sake but should be chosen according to their relevance to the pupils and the unit topic.

Too often, skills are taught in isolation, and students see little relationship between the skill and how it may be applied in the real world. After skills have been introduced, opportunities must be provided for students that reinforce them in a systematic fashion.

Motivational Activities

Motivational activities are a very special part of the resource unit, because through them pupil interests for the selected unit topic are aroused. These are high-interest activities that are used to introduce the unit or to bolster sagging interests as the unit progresses. The types of activities to be used are limited only to the imaginations of those writing the unit. Some common activities might include making a display area, showing a movie, or bringing in a resource person connected with the topic at hand. It is usually good to include a number of motivational activities so that they can be employed initially and at various stages throughout the unit if needed. It is not uncommon for the interests and enthusiasm of middle school children to constantly fluctuate. Therefore, even the most carefully planned unit may have to rely upon a variety of imaginative high-interest activities that can be employed during various phases of the unit.

Learning Activities

Learning activities provide pupils the opportunity to achieve those educational outcomes initially selected by those writing the unit. Teachers should include a sufficient number of these activities to provide latitude in selecting those appropriate for their classrooms. Learning activities should be designed for a wide range of learning styles and abilities; should provide for large group, small group, and individual learning experiences; should involve many first-hand experiences; should employ all available resources; and should have differing time requirements, for example, some may be completed in one class period, while others may take several days. Activities that involve the students in the learning process make the learning environment stimulating and meaningful for both teachers and pupils.

Evaluation

Unit evaluation must be an ongoing process. A pupil's progress cannot accurately be determined by administering written evaluation exercises at the end of the unit. Provisions must be made to constantly monitor the success of the learning experiences of the individual and the class.

Traditionally, evaluation has often included paper-and-pencil tests or some form of written project at the end of the unit. While these may serve a useful purpose for unit evaluation, they are inadequate as sole sources for determining pupil progress. If unit evaluation is to be thorough and comprehensive, a variety of evaluation techniques must be employed. These should include techniques that enable the teacher to evaluate the individual progress of each pupil in the classroom. Too often, evaluation techniques are designed so they may be given to the class as a whole rather than taking into account the individual nature of each pupil. The evaluation segment of the resource unit should include numerous ideas for evaluation so that the teacher can select those that will best match the needs of each individual and the class as a whole.

In writing suggestions for this segment of the unit, evaluation techniques

for all of the educational outcome areas must be included. Traditionally, units have emphasized the cognitive and skill areas and neglected the affective outcomes. One reason for this is that affective outcomes are often difficult to evaluate, since it is difficult to establish quantitative measuring devices to apply the usual formal evaluation procedures.

The evaluation segment should also include opportunities for pupils to become involved in the evaluation process. Pupils could participate in evaluating their own progress during various stages of the unit. Self-evaluation can prove to be an effective tool for improving pupil work and attitudes toward assigned tasks. By involving pupils in self-evaluation in a nonthreatening manner, one soon finds that they are unusually capable of assessing the calibre of their performance.

In developing the unit, teachers should also provide activities that involve students in evaluating the success of the unit as a whole. Pupils might be asked to express their comments about the content, activities, and/or materials used during the course of the unit. This information is often valuable to the teacher for future planning. Activities or materials that the children have found to be rather lackluster may be altered or omitted in future instruction.

Resource Bibliography

This segment of the unit organizes the resources so that the teacher may efficiently select necessary instructional materials. Oftentimes this segment is categorized into the following sections: teacher bibliography, student bibliography, audiovisual bibliography, and miscellaneous materials.

Teacher Bibliography

Materials that the writers utilized to actually develop the unit topic should be included in the teacher bibliography and should be research materials selected to extract the content for the unit. Since many of these materials will be difficult for children to handle, they may be best located in a bibliography for the teacher. Since it is important that this bibliography be credible and current, it should be updated on a regular basis.

Student Bibliography

The reading resources that the pupils will use in conjunction with the learning experiences in the unit, such as reference books, literature, newspapers, and magazines, should be included in the student bibliography. As with the teacher bibliography, this section must be kept current. This bibliography is helpful to teachers because it enables them to select appropriate materials for their pupils and to reserve them in advance.

Audiovisual Bibliography

Such media items as films, filmstrips, picture files, records, and tapes should be included in the audiovisual bibliography. There is a wide selection of materials available concerning almost any topic imaginable, many of which are well produced and interesting. Audiovisual materials can readily add an exciting dimension to instruction and are normally designed so that they can be adapted to various learning environments.

Miscellaneous Materials

Charts, brochures, travel posters, and information from government, private organizations, business, and industry might be included in miscellaneous materials. There are also many free and inexpensive materials available from different sources that are especially designed for classroom use. This section of the bibliography may serve as a good location for listing various community resources. Possible field trips with the names and phone numbers of contact persons and a list of people in the community who could provide information for the children or who might visit the classroom may also be useful. It is often surprising to find many people in a community who have talents that could prove both informational and interesting to the pupils.

The bibliography is, indeed, a valuable asset when organizing for instruction. It saves teachers from chasing from place to place searching out materials for classroom use and enables them to reserve materials well in advance. If done regularly, updating these materials requires little effort. If instruction is to be exciting and challenging, numerous resources are essential.

The Resource Unit: An Example

The purpose of this section is to provide an example of a field-tested resource unit. The basic format is only one method of organizing ideas and materials before the preparation of units of instruction. Since it is important that the readers of this text have a clear idea of how a resource unit is developed and implemented, an ideal unit is not presented here. The sample resource unit used was selected from the many proposed because it represented an ongoing team effort, from planning through teaching and assessment; illustrated a multidisciplinary approach; and resulted from the work of preservice teachers working cooperatively with practicing classroom teachers.

Because of the extensive narrative nature of many activities, those planning the unit decided to include only a brief overview of each activity. A resource file consisting of such items as boxes, bookcases, and filing cabinet drawers was used to store materials, supplies, and other resources with more elaborate directions and descriptions.

During the unit development phase, the decision was also made to classify the nature and primary purpose of each activity in the following manner. First each idea was placed in a category according to the type of teaching/learning activity, such as role playing, reading, and writing. Second, following each activity, description purposes were placed in parentheses (knowledge, skill, value, decision making). While these are definitely interrelated and interdependent, the process provided teachers with a means of checking to see whether the four were represented.

In a few instances, complete bibliographical entries for particular books and films were unavailable. Regardless of the condition of the material, if it was usable and had instructional value, it was included in the bibliography with as much information as obtainable.

RESOURCE UNIT
FOR
COMMUNITY PLANNING*

Overview

What makes a city large or small? Why do some cities have slum areas? Who makes decisions concerning the city? These are just some of the questions that can arise when students are studying cities and communities.

Given the opportunity and proper instruction, children will be willing to study cities and, therefore, become more interested and knowledgeable about their own communities. The basic intention is to provide some ideas found in classroom practice as well as ideas that are new. All activities are linked as much as possible with the decision-making process. This process is one in which students identify a problem or issue, alternatives, and consequences for each alternative and select a solution or course of action among the alternatives investigated.

This unit directly integrates science and environmental education with social studies. Primary consideration is given to environmental education and the quality of life resulting from particular community designs. Social action projects resulting from decisions students make are provided whenever possible.

Goals

1. To assist each student in functioning effectively in an increasingly complex social and technological society.
2. To help each student deal effectively with critical issues and problems in the immediate and more global environments.
3. To assist each student to learn to live harmoniously with all people.
4. To assist each student in developing a positive self-image.
5. To assist each student in recognizing the necessity and worth of work.
6. To assist each student in assuming responsibilities in society, including responsibility for his/her actions.
7. To encourage each student to make positive contributions to society.
8. To provide each student with opportunities for practical experiences in a democratic society.
9. To assist each student in understanding the relationship and interrelationship of the individual, community, state, and nation to the rest of the world.
10. To assist each student in recognizing the need for international cooperation through the discussion of current issues, problems, and affairs affecting the individual states, the nation, and the world.

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*Prepared for the fifth grade at Shawnee Maplewood School by preservice elementary teachers at the Ohio State University in cooperation with the fifth grade teacher team at Shawnee Maplewood.

11. To assist each student in appreciating, understanding, and preserving our American heritage.
12. To assist each student in developing an understanding and appreciation of the various cultures of the world.
13. To assist each student in understanding how social, economic, psychological, and geographical factors affect people's behavior.
14. To assist each student in recognizing the importance of using the scientific method.

Concepts

1. Individuals and groups are in a constant state of change.
2. What happens in the total environment ultimately affects everyone.
3. Changes in a society do not always indicate progress.
4. A comparison of maps of the same area, but at different times in history, can illustrate change.
5. A region may change as new discoveries make a different use of the environment possible.
6. People may move from overpopulated areas to less populated areas.
7. As a country develops, its population changes.
8. Rules tell people what they should do and what they can expect others to do.
9. The early human being's life was a struggle for survival.
10. Family groups made many of the things that the early human being needed.
11. People form communities for mutual benefit.
12. Every community is like all other communities in some ways.
13. Every community is different from all other communities in some ways.
14. Communication takes place in many ways.
15. People are dependent upon natural resources to supply their basic needs.
16. Migration factors play an important part in the development of a culture.
17. Life of people in large communities is different from life in small groups.
18. Rules made for a country are called laws.
19. Members of groups are governed by rules or laws.
20. Laws are for all people.
21. Community government provides services for enforcing the laws as well as services for protecting the safety and health of the citizens.
22. Cities are established by people to provide protection, services, trade, and government centers.
23. Economic behavior depends upon utilization of resources.

24. Interdependence is achieved when people cannot individually supply their needs.
25. Natural forces change the environment affecting plants, animals, and humans.
26. Each community may have many kinds of people among its citizenry.

Skills the Students Will Acquire

Language Skills

1. Brainstorms
2. Speaks clearly to a group
3. Reports orally to the class
4. Discusses problems related to planning a community
5. Expresses solutions to individual and/or group problems
6. Uses new vocabulary pertaining to community planning

Social Skills

1. Communicates with other students and adults effectively
2. Gets along with group members
3. Participates actively in group and class discussions
4. Listens to the ideas of others
5. Is courteous and respectful toward others
6. Accepts the opinions of others
7. Helps others by giving suggestions
8. Is helpful to others physically

Writing Skills

1. Expresses ideas well on paper
2. Constructs blueprint plans for communities
3. Has legible penmanship
4. Uses different forms of writing, such as journals, notes, essays, skits, surveys, and lists
5. Uses new vocabulary words

Access Skills

1. Reading (information concerning community planning from books, magazines, etc.)
2. Listening
3. Observing

Process Skills

1. Thinking (comprehending)
2. Observing
3. Communicating
4. Recording
5. Researching (gathering and organizing information)
6. Defining
7. Comparing
8. Contrasting
9. Generalizing
10. Predicting
11. Hypothesizing
12. Evaluating
13. Inferring

Decision-Making Skills

1. Critical thinking through problem solving, analyzing, and interpreting results of decisions
   a. Outcomes
   b. Desired results
   c. Alternatives and consequences
2. Ability and attitude that permits a weighing of all facts to determine alternative solutions and their consequences before making decisions
3. Skill in identifying
   a. Effects of decisions
   b. When decisions have been made
   c. Attempts to influence decisions

Map Skills

1. Making maps (encoding)
2. Reading maps (decoding)
3. Telling directions by maps
4. Locating information and areas on maps

Other Skills

1. Follows directions
2. Works independently
3. Develops artistic ability, such as planning, drawing, coloring, painting, cutting, papering, pasting, building, and creating

Motivational Activities

1. Have an area architect come to the classroom and discuss whom he or she works with when planning the construction of major buildings and housing developments. Discuss what goes on when designing a building, how many different contractors it takes to build it, where the money comes from, and who benefits from the finished product. (knowledge)
2. Have an area landscaper come to the classroom to lecture, discuss, and present slides on the preparations necessary for beautifying buildings. Discuss how landscapers go about doing their work. (knowledge, skill)
3. The class can submit a play for landscaping an office building that has been drawn on the bulletin board. As a class, the students can discuss what the lawn needs and where the trees and shrubs are to be placed. (knowledge, skill)
4. Divide the class into four groups and design murals. Assign each group one of the following: early villages, early rural life on farms, modern cities, modern farms. Each group then gathers information on its subject. Students look at pictures and get an idea of what their subject includes and what took place then. Then discuss the differences and definitions of city, village, and farm. When they have gathered their information and have pictures of their topic, they can begin to design their murals. (knowledge, skill)
5. Have a slide presentation on the development of towns and cities. Discuss how they developed and why they developed where they did. Discuss what was included in the early towns (i.e., sawmills, general stores, etc.) Find out what is included in big cities and compare the two. Find out why certain buildings were added and why some were omitted. Discuss why bigger cities have urban and suburban areas around them. (knowledge, skill)
6. Have a rural community leader come to the classroom and lecture on rural life. Who makes the decisions, and who carries them out? How do they pick the committee members, and how much power do they possess? What are some of the responsibilities of a rural community leader? (knowledge)
7. Have the students research a community or city in another country or two and compare and contrast them with American cities and/or communities. Assign a country to each child or group and allow them to do research on a city or town in that country. Compare and contrast life to the community in which they live. (knowledge)
8. Discussion of future cities. The planet Earth is destroyed. Your class is saved by being on a rocket ship heading toward the moon. The rocket ship contains a machine that can make anything you need. When you land on the moon, how do you start building your city? What would you build first, second, third, etc.? (knowledge, decision making)
9. Find out what a nearby city was like fifty years ago. Each student can bring in photographs and newspaper clippings from that time period. The library and area newspaper offices are good places to begin. Discuss how the city has changed and what has been added and why. Find out how fast the town or city has grown. (knowledge, skill)

Instructional Activities

Group Discussion

1. List on the board the important things that Philadelphia of 1776 had in common with cities of today and discuss how things have changed or remained the same. (knowledge, skill)
2. Have students make a class mural of geographical features of a particular area. Include rivers, hills, valleys, harbors, etc. Discuss what features would encourage settlement. Decide what features today would attract industry, modern transportation, and tourism. (skill, knowledge, values)
3. Have students make two maps of an older section of a local town or city. In the first have them identify how it looks presently. In the second have them record the features that they believe were present one hundred years ago. Have them discuss evidence of early change. List and discuss probable reasons for these changes. (knowledge, skill)
4. Obtain family scrapbooks from individuals in the community. Discuss any differences students see between events, issues, and people of earlier times and those in the present. (knowledge, skill, values)
5. Take students on a tour (at least an oral trip) of a city block. Have them list the places they believe to be the most comfortable and those least comfortable. Discuss some of the reasons why they feel the way they do. (skill, knowledge, values)
6. Use the rocket ship to the moon situation included in the motivational activities if it was not used at that point in the unit. (knowledge, decision making)
7. Discuss the importance of being able to make decisions, i.e., in selecting a group leader. (skill, knowledge, values)

Action Projects

1. Take pictures of buildings that can be traced to early settlers. Look at architectural styles or specific dates molded into the buildings. Develop a time line of the development of an area based on this evidence. (knowledge, skill)
2. Have students make a bulletin board focusing on the problems of a city and showing evidence of attempts to remedy these problems. Newspaper articles may provide one source of evidence. (skill, knowledge)
3. Have students start a class scrapbook showing different kinds of communities. (knowledge, skill)
4. Have students in small groups make murals depicting early farms, modern farms, early villages, and modern cities. (knowledge, skill)
5. Make a bulletin board illustrating basic needs of all communities. Newspaper clippings and magazine cutouts could be brought in for this purpose. (knowledge, skill)
6. Have the student(s) make a display report on a particular city job. Encourage them to interview a person directly connected with this job

or to write for information. Provide opportunity for students to develop a presentation of the data collected. (knowledge, skill)

7. Divide the class into three committees: urban, surburban, and rural. Have them research the type of community selected. Consideration should be given to population, resources, climate, region, time period represented, housing, traffic, and utilities. (skill, knowledge)
8. Have students prepare tabletop models of urban neighborhoods, including apartment buildings, stores, traffic, sidewalks, etc. Have them discuss some of the basic considerations that had to be made in planning the locations for the elements listed above. (skill, values, knowledge, decision making)
9. Have each student prepare a neighborhood map and discuss what topological features they included and the symbolization used in representing these features. (skill)
10. Have the students paint scenes that represent some part of their community for each month of the school year. Use these as displays with the classroom calendar. (knowledge, skill, values)
11. To illustrate the meaning of zoning and its purposes, have the students draw zoning maps of their classroom. Give each student an outline map of the room showing the location of all permanent fixtures. Discuss various activities that take place in the room. Have the students divide their maps into zones, indicating the areas they think can best be used when restricted to certain activities. Discuss the strengths and weaknesses of the zoning plans. (values, knowledge, skill, decision making)
12. Have the students write a report on their experiences in the community. Compile their data into an experience chart. Encourage each student to include such things as kinds of people, smells, rivers, and stores that have added to their experiences and feelings about the community. (values, skill)
13. Construct a picture series about a community. Have the students draw pictures of people, parks, buildings, cars, etc. Put the pictures in sequence on a long strip of paper. Attach a dowl to each end. Cut holes in the top and bottom corners of a large cardboard box. Insert the rollers in the holes and wind the paper from one end to the other displaying the sequence of events. (knowledge, skill)
14. Make mobiles using coat hangers, string, and paper plates to show that a neighborhood is made up of interrelated parts, including such segments as housing, transportation, parks, communication systems, water and sewage systems, legal firms, health care, and churches. Have students cut out and paste a representative picture on each plate. (skill, knowledge, decision making)

Mapping

1. Have the students make a mural of geographical features of a selected area, including such aspects as rivers, hills, valleys, harbors, etc., that would encourage settlers to remain there. Discuss how certain problems, such as increased need for water and the presence of natural barriers, have been overcome as the area developed. (knowledge, skill)

2. Have the students find the population of the ten largest cities in the United States. Then with a map have them locate these cities to see if they are on rivers or next to large bodies of water. Discuss the implications of their findings. (skill, knowledge)
3. Have the students locate the five largest colonial cities and discuss and list the features they had in common. (skill, knowledge)
4. Have students make a population growth chart of a selected town or city. Encourage them to find reasons for these trends. Have them try to predict the future growth patterns. (values, skill, knowledge)
5. Have the students find or construct a map of an ancient city. Encourage them to compare it to modern cities, considering housing, industries, transportation, utility services, etc. (skill, knowledge)

Reading

1. Investigate Indian life in a selected area before it became a city. Find out what nation and/or tribe lived there and why it was located in that particular area. List names of towns, roads, buildings, etc., that may have Indian-related origins. (knowledge)

Writing and Note Taking

1. Ask an older resident of the community to visit the classroom and describe how the community has changed over the years. Before the visit, have the students prepare a list of questions. (knowledge)
2. Have students prepare a fact sheet on selected city officials, including such items as age, family, education, income, various employments, political experience, stands on certain issues, etc. (knowledge, skill)
3. Have the students individually or in groups prepare a report dealing with Indians who may have lived in selected local areas. (knowledge, skill)
4. Have students develop an outline comparing and contrasting life in rural, suburban, and urban communities, including social life and responsibilities after school. (knowledge, skill, values)
5. Have the students develop a chart comparing and contrasting natural resources near the nation's ten largest cities. (skill, knowledge)
6. Have students individually and/or in small groups prepare a statement of goals for the simulated community they are planning. (skill, values)
7. Have the students prepare charts and/or reports that compare and contrast the problems and issues of an ancient city with those of a modern one. Have them indicate how the issue or problem was dealt with in each instance. (skill, knowledge, values)
8. Have students write a poem about a social problem or issue. (values, skill, knowledge)
9. Have students write a story relating to their favorite place in the community, the things they like to do best in it, or something about a person or persons who live there. (knowledge, skill, values)

10. In groups of four or five, have students observe and prepare a paragraph describing the block where the school is located. Encourage them to include physical features as well as positive and negative conclusions. (skill, knowledge, values)
11. Have small groups of students write and tape record a travelogue of life in their community or in the simulated community they are planning. (skill, knowledge)
12. Have students develop and collect results from a survey concerning a critical issue or school event with emotional overtones. Have them analyze the results and draw inferences dealing with the issue. (decision making, skill, values)
13. Have students select a town or city in another time period and contrast the customs, habits, climate, vocations, etc., of their own community to the simulated community. (values, skill, knowledge)
14. Have members of a class group list and give a rationale for rules within which the group must operate. (skill)

Simulation Games

1. The county engineer must decide whether pedestrian bridges should be built over a busy intersection. By using asphalt, which would require more repair, two bridges could be built. If more expensive concrete is used, only one bridge could be built but would require less repair. Have the class members assume the roles of the individuals involved. (decision making, knowledge, values)
2. A decision must be made regarding the location of a sewage treatment plant. Class members assume the roles of the parties involved in a confrontation with the mayor and city council. (decision making, knowledge, values)
3. A major industry in town is polluting the air. Reducing pollutants would involve laying off workers and possibly increasing the cost of products. Have students assume the roles of the company president, workers, consumers, environmentalists, etc. Consider alternative actions and their respective consequences. (decision making, values, knowledge, skill)
4. A superintendent of a school system is responsible for a $50,000 budget. Select eight students to assume the roles of students, teachers, and a principal in the system. Decide how the money should be spent. (decision making, knowledge, values)
5. For a number of years, unemployment in a town has been nonexistent. Then five hundred unemployed migrant workers move in. Have students decide the conditions and approximate population of this hypothetical community. Then discuss the possible effects of this influx of potential workers and their families. How would the city deal with the problems resulting from unemployment. Have students assume the roles of some of the people involved and isolate some of the issues and conflicts. (decision making, skills, values, knowledge)

Decision Making

1. Before developing a simulated city or community, students must identify criteria for the placement of the following facilities:

churches	sanitation department
schools	post office
police, fire department	major industries
library	doctors, dentists
pollution control	T.V., radio
hospitals	newspapers
streets	garbage disposal
railroads	jail
parks	courthouse
cemeteries	housing
power and light company	recreation facilities
telephone company	shopping centers
gas company	

2. Have each group in model community planning select a chairperson. Encourage group members to consider the responsibilities of a chairperson for this group as well as the qualifications of each person wishing to assume this role. (decision making)
3. Have students design a building and consider the needed materials, sources of materials, cost, etc. Local contractors can help with material and cost estimates. (knowledge)
4. Hester and Lester Crankcase interview community planners about decisions, values involved, and consequences in building communities.(10) (decision making, values, knowledge)
5. Take students on a short walk around the school and/or area in which they live. Discuss in advance what major problems they think will be found. As they walk, have them list on paper as many evidences of problems as they can find. If possible, have the students interview a local store operator, a businessperson, and a local resident. In addition, have them interview other students, parents, and teachers. Once a list is compiled, have the students in groups or as a whole class rank the problems in order of importance. Discuss in depth some of the things the class can do to help solve some of these problems. (decision making, values, knowledge, skill)

Role Playing

1. Present a class play to other groups on some major historical event that occurred in the city. (knowledge, skill)
2. Have the students pantomime tasks performed by a city service worker. Have the class guess what this service is. Have students list the ways in which they use these services each day. What should happen if the power were shut off, for example? (knowledge, skill)
3. Have the students dramatize a town meeting of one hundred years ago and discuss some of the laws that may have been present at that time and how community decisions were made. (knowledge, skill)

Social Action

1. As a class project have students write to their chamber of commerce and/or tourism department to obtain information about their city. Have them request information concerning commercial shopping areas, industrial areas, transportation, recreational facilities, etc. (knowledge, skill)
2. Set up a model community in the classroom. Elect a mayor, police officers, city service workers, a judge, safety officers, etc. Permit the students to make laws and regulations and procedures for enforcing them. Discuss social problems and pressures encountered. (decision making, knowledge, values)
3. Investigate a local organization and find evidence of its impact within the community. (knowledge, skill)
4. Have the class develop an action play for improving the community quality of life (i.e., developing a nature area, planting trees or shrubs, or "pick up litter days"). (decision making, skill, knowledge, values)
5. Plan and print a newspaper dealing with local issues or problems. (decision making, knowledge, values, skill)

Movement

In each of the following abbreviated activities, students are to act out the basic concept.

1. Sounds: urban, suburban, and rural (skill, values)
   a. Two sounds for each community suggested and improvised by children.
   b. Put the sounds together.
2. Space (skill, values)
   a. Urban: very crowded—in a small space have students move slowly then quickly to music without bumping into each other.
   b. Suburban: less crowded—have students make slow and then fast movements to the music.
   c. Rural: uncrowded—have students make long, sweeping movements.
3. Shape (skill, values)
   a. Have students identify the small and large shapes found in urban areas (fire and police departments, churches, etc.).
   b. Have students make rounded, rectangular, triangular, and square shapes of buildings. Put several students together. Have them decide on creating a building using themselves.
   c. Discuss skylines. Have the students act out to music what each would look like: urban, suburban, and rural. (There would be fewer "bumps" as the buildings became smaller and farther apart.)

4. People (skill, values)
   a. Have the students individually list the names and/or occupations of some of the people in each of the three areas.
   b. Have each child act out to music what the person would do (fast, medium, and slow speeds).

Field Trips

1. Take the class to areas of the city socially and economically different from their own. Discuss what they saw and their resultant feelings. (values, knowledge)
2. Take the class to specific areas of the city, such as parks, junk yards, and factory sites. Discuss what the area may have looked like one hundred years ago and what it may be like one hundred years in the future. Discuss the factors that can affect the present trends. (knowledge, values, skill)
3. Have the student in groups of two collect materials found on streets to create some form of art, such as free expression or a thematic collage. (values)

Film Making

1. Make film clips of a city's or town's history, using drawings and old photographs. Create a parallel film of the city today. The same activity could be done with the simulated city they are constructing. Add role playing, dramatization, and/or taped narratives and show to parent, student, and teacher groups. (knowledge, skill, values)

Assessment and Evaluation

Formal

1. Final test dealing with conceptual understandings and application at the end of the unit.
2. Quizzes: oral and written.
3. Reports: oral and written.

Informal

1. Observe individual participation in groups and record performance on rating scales or checklists.
2. Observe and record individual student performance in class activities.
3. Have each student complete a written self-evaluation.
4. Have each group complete a group evaluation of its performance in meeting established goals and objectives.
5. Have students complete a teacher/student-developed questionnaire concerning decision making and values of individuals and of each group as a whole.

6. Observe students as they participate in a modified Jeopardy game in a unit review and record observations.
7. Have individual conferences with students.
8. Have students write experience reports dealing with their classroom experiences and/or out-of-school applications.
9. Evaluate completed projects according to preestablished criteria.

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Postscript

The social science unit on cities and community development represents not only extensive work but a willingness on the parts of teachers to adjust and realign their opinions concerning the goals and objectives in the social science curriculum. In the Shawnee Local School System, a complete reassessment occurred in this area. The result was adjustment of content taught at respective levels, with new emphasis toward concept development. Group processes, problem solving, decision making, and integration of such other subjects and resources as math, language arts, music, art, and physical education have been employed.

In using the basic unit developed by Maplewood's fifth grade teachers, the Ohio State University preservice students were able to utilize an actual set of materials being used with public school pupils to enlarge upon and add their own ideas and activities. The university pupils functioned very well, exemplifying mature and professional attitudes in their work with us. Maplewood's faculty believes much can be gained in cooperative relations with university personnel and resources.

Ronald G. Clark, Principal
Maplewood Elementary School

The Instructional Format

To a great extent, the instructional format, including both the instructional unit and daily plans, resembles the resource unit. The components are identical. The principal difference lies in the specificity of the instructional component. Here the teacher selects from the resource unit the goals, objectives, skills, concepts, activities, materials, and assessment and evaluation techniques that are relevant to the needs of students in a particular instructional environment. A scope and sequence is then developed according to available time and appropriate instructional modes. At this point, decisions must be made by the teacher as to the type of instructional format best suited to and organizationally feasible in the existing setting. Selecting learning centers, activity packages, simulation games, role playing, or integrated content classes, for example, involves advanced planning for maximum effectiveness. A sample of this essential scope and sequence step is illustrated in the following excerpt from a six-week unit on China and Japan.

SCOPE AND SEQUENCE
THE CUSTOMS AND CULTURES OF JAPAN AND CHINA

Goals

1. To develop an understanding of the cultural similarities and differences of Japan and China.
2. To provide opportunities for relating the customs of Japan and China to those in the United States.
3. To permit an exploration into alternative action projects that develop community awareness of the cultures of Japan and China.

Concepts/Skills	*Activities and Procedures*
Week 1	
Monday	
Introduction	Fortune cookies Film Review of current events
Tuesday	
Customs are a stable pattern within a culture Analysis and synthesis Following directions Observation Decision making	Origami: have children select patterns and forms
Wednesday	
Customs Oral communication Recording	Make lanterns Vocabulary words Current events

It can be seen from this sample that while the scope and sequence are brief, they provide an essential strategy overview. In most cases, only the basic concepts, skills, and primary activities for each day or time period are identified. It is at this point in the planning phase that consideration should be given to the interrelationship and interdependence of objectives, goals, skills, concepts, procedures and activities, and assessment. Helping students to practice decision making, for example, requires active learning. Role playing or simulation games are more appropriate in attaining this objective than silent reading or lectures by the teacher. A scope and sequence chart also permits a selection, distribution, and preparation of skills, concepts, and activities according to the available time and relative significance of the material to be learned. Concepts and skills that are more important and/or time consuming to teach should receive proportionally greater instructional effort.

Basic Format

An instructional unit is much more than an additive combination of daily lesson plans. A unit plan should be divided into daily teaching/learning episodes rather than building a unit from segmented daily plans. While this statement is obviously theoretical in origin, it has considerable significance. When plans are made on a day-to-day basis, emphasis is placed on activities that fit the normal classroom schedule. Cooperative efforts with other faculty members is minimized. The broad goals and objectives of the total unit are frequently obscured by attempts to reach complete closure at the end of each day, or at the most, each week. Specifically, many excellent activities, including social action projects, take a longer, more continuous effort. For relevant learning to occur, more attention

must be given to activities where alternatives and consequences are considered, selected, and tried. This demands more than a "filling up the day" type of planning. The following instructional components are essential for effective planning for instruction.

Goals

Broad goals selected from the resource unit must be restated according to the level of learning expected to a particular group of students. These purposes should remain the most important instructional intentions throughout the unit.

Objectives

Objectives are student oriented. They should represent behavioral criteria and indicators of student learning progress in the attainment of goals. Specific objectives provide the criteria foundation for assessment and evaluation. In no instance should they become the total end products of student learning.

Materials

Included among the materials should be a listing of teacher and student materials and resources recommended as well as required. Teacher-developed materials and activities should be described in detail.

Concepts and Skills

In this component, significant concepts and skills are listed in the order in which they will be developed. Relationships between these, the goals, and appropriate activities should be firmly established. Although decision making is a skill, it is useful to list it separately from the other access and process skills, such as writing or recording.

Activities and Procedures

This component of the instructional phase has four basic stages: (1) motivation, (2) instruction, (3) closure, and (4) lesson extension. In the motivation stage those activities that stimulate problem identification and perception of relevance should be selected from the resource unit. The potency of a motivational device or activity is directly proportional to the number of senses that can be involved in its observation—the more senses, the more motivational potential. Therefore, an oral description in conjunction with a slide or picture is more significant than an oral description by itself. In addition, good motivational activities introduce a lesson by helping students to clarify the topic or issue and establish the direction learning should take.

In the second stage, basic teaching procedures and student activities are identified and placed in the recommended sequence and time allotment. Expectations of both teachers and students should be clearly delineated. It must be reemphasized that the activities and procedures selected should relate to the things being taught as well as the purposes for teaching them.

The closure stage occurs both at the end of each class period and at the end of the unit. At the end of each learning period, there should be a review of the major activities and concepts of the day. The activities for the next period should

also be briefly outlined. Toward the end of an instructional unit, several days are normally spent in culmination. Efforts at this point must be made to reidentify significant concepts, skills, and applications to the problems and needs of students individually and collectively. Also, the teacher should emphasize activities and interests that provide ongoing learning rather than "closing" a subject.

The fourth and final stage is one of the most significant in facilitating student growth in rational decision-making skills and in socially responsible behavior. During this stage, attempts are made to have students apply the basic concepts under investigation to social action. While this appears to be the last stage of the instructional component, action activities are frequently discussed and/or implemented throughout the lesson. As stated earlier in chapter 1, this application to social action is essential. While not every lesson may result in these kinds of projects, sufficient opportunities for application must be provided so that students can conceptualize the relationships between alternatives, decisions, and responsibility for social consequences. Planning a "foreign lands" dinner, school surveys, and "cleaning up the environment" projects are examples of successful field-tested action ideas.

Assessment and Evaluation

Using the criteria stated in the objectives, teachers should design formal and informal techniques that measure student achievement and the success of the instructional techniques and strategies in attaining the goals. This topic will be discussed in greater detail in chapter 3.

Summary

It is imperative in a middle school setting that a team of teachers integrate their efforts in planning both the resource and instructional units. Initial resource planning without the complementary implementation planning will likely result in little consistency between the efforts of teachers in their respective classrooms. The resource unit plan is quite important and time consuming. With a relatively small amount of additional time and cooperative effort, instructional plans can translate the ideas of the resource unit into learning realities.

Sample Instructional Lessons

Following is an example of one of the many lessons developed and field tested in conjunction with decision making for social responsibility unit planning. Particular attention has been given to active learning and to extending the activity into social action outcomes.

Subject: Social Studies *Grade level:* 6 *Date:* 2-6-79

General Objective: To participate in the art of origami and to do at least one paper folding

Behavioral Objective: To have each child describe the significance of origami to the Japanese people

Materials: Paper (origami paper if possible), scissors

Skills and Concepts	Procedures and Activities
Concepts Art is different around the world. Japanese value gifts that are made by individuals. Tradition of origami has not changed through the years. *Skills* Listening Following directions Working independently Developing artistic talents Decision making	*Introduction and Motivation* Interesting origami figures presented to the class so that they can see a finished product. *Instruction* Demonstration on how to proceed with the art of origami. Dittos for the class with the basic steps of this art. Give each student the chance to try doing the art work. While students are working, talk to them about the history behind this Japanese art. *Closure* Have the students hang their art work around the room. Ask them what they think about this art form. Ask questions about why they think the Japanese people kept origami in their tradition, and ask them if this art form could be a part of our traditions.
Evaluation Teacher observation. One- or two-page paper on the art of origami, telling about why they like or dislike this art.	*Lesson Extension* Have students choose to make different figures and decide on a person out of school to whom they wish to give their creations.

Origami

Background and Instructions

Origami is a Japanese art in which highly stylized representations of figures, plants, and flowers are made by folding square pieces of paper into geometric shapes. Among the many paper sculptures that can be created in origami are a bird with movable wings, a frog that can be made to hop, and a fish with a movable mouth. Traditional origami requires that figures be fashioned only through paper folding. Many different kinds of paper are used in origami, notably colored squares, gift-wrapping paper, and especially thin origami paper.

An ancient art that originated soon after the invention of paper in China,

origami was popular among the upper classes in Japan, especially in the eighteenth century. It is now a highly respected art form that is commonly taught in Japanese public schools and has spread to such countries as France, England, South America, Spain, and the United States.

The outstanding origami artist of the twentieth century is Akira Yoshizawa, who has created more than twenty thousand paper sculptures. Many of his designs were exhibited at the Cooper Union Museum for the Arts of Decoration in New York City. Yoshizawa recently organized the International Paper Folding Society and has written several books about his art. However, the first organized attempt to teach Westerners the art of origami was made by Lillian Oppenheimer when she started an origami center in New York City in 1957.

Subject: Social Studies *Grade level:* 6 *Dates:* 2-12-79

General Objective: To be active participants in the planning and organizing of an International Ethnic Dance Group visiting the school

Behavioral Objective: To make the students aware of the amount of work involved in preparing entertainment and to allow them the opportunity to make decisions

Materials: Depends on the decisions the students make while planning the program

Skills and Concepts	Procedures and Activities
Concepts Traditions that do not change as rapidly as other elements in a society. Values that different societies consider important. Differences in dance around the world. *Skills* Working independently Working in groups Decision making Developing an understanding and an appreciation of organizing an activity	*Introduction and Motivation* Trip to the International Festival in your area. *Instruction* Begin with a discussion about what the students think is needed to have a group come to their school. When a decision is made about what has to be done, divide the class into groups, each group in charge of a certain part of the whole. Ask individuals to go with you when you approach the principal about the program. Have individual students visit the other grades in the school to tell about the event.

When all of the planning seems complete, have the class discuss the decisions of the groups.

Make suggestions only when necessary.

Closure

The program will be the closure. The students can be actively involved in this. Have several assignments that have to be done on the evening of the program. Have the students decide who will do what.

Evaluation

Teacher observation.

Lesson Extension

Discussion on the successes of the program. Have the students evaluate the program individually. Decide what can be done to thank the visiting group—a thank you note, flowers, or maybe something thought up by the class.

CHAPTER 3
ORGANIZING FOR INSTRUCTION

Teachers must be cognizant of the fact that much of the existing middle school curricula must be modified to implement the development of the social responsibility unit endorsed here. For example, time must be provided so that teams of teachers may meet together for research and planning. A traditional, textbook approach to teaching with emphasis upon reading, recitation, application, and evaluation does not promote the learning of decision-making skills or acceptable social behavior. Students learn to make rational decisions only by making decisions about things that are relevant. Similarly, they develop a sense of responsibility for their social behaviors by assuming responsibility for the consequences of their actions. If the goals of the school are to achieve positive growth toward these ends, formal classroom opportunities must be provided to allow students to explore relevant issues and problems, consider consequences, make choices, and accept responsibility for outcomes.

In previous chapters, a rationale for unit instruction, a resource unit, and samples of field-tested instructional plans and activities have been presented. This chapter deals with topics that will assist teachers with organizing for instruction. Discussions will focus upon a methodology that promotes decision making, suggestions for facilitating integrated planning and implementation, a summary of difficulties actually encountered by teachers when planning and implementing unit instruction, and suggestions for assessing and evaluating units of instruction.

The Problem Method: An Opportunity for Decision Making

The problem method, developed at the University of Iowa(6:17-33), provides an instructional framework that promotes decision making and is particularly compatible with the unit format suggested in chapter 2. Although a number of methodologies may be employed with unit instruction, this sample method is an educationally sound methodological pattern that is highly compatible with unit instruction. The problem method allows pupils to make decisions in identifying problems that are relevant and in formulating possible solutions to the problems.

Using the problem method, the teacher can involve pupils in the process of selecting topics of possible interest and in the learning outcomes desired. This act promotes the feeling of pupil ownership, an important attribute of the problem method. Ownership is established as pupils select and pursue those topics and subtopics of a unit that are of personal significance. Children, therefore, assume a great degree of responsibility for their own learning. Because students have an opportunity to select an area of study that is of personal interest, they can demonstrate greater initiative and interest toward the task.

In addition, the problem method helps bridge the gap between a spontaneous learner-centered and a predetermined subject-centered curriculum. This method provides the professional staff with the opportunity to utilize their expertise in determining topics of importance for the curriculum. Pupils are given opportunities to select subtopics and activities related to the topic in which they have a genuine interest.

While the number and names of the steps in the problem method vary according to the source, the method discussed here consists of the following

five major steps, which are very compatible with the unit format presented in chapter 2. Again, the purpose of this methodological format is to provide ideas, not to promote a specific "method" of instruction.

Step 1: Creating a Motivational Setting

Pupils are more likely to be motivated to learn about topics they perceive as meaningful or for which relevance has been built. Oftentimes, topics or lessons of study are introduced in a rather unexciting fashion. Students are merely told that they will learn about something that has been predetermined by the teacher. Such strategy results in resentment and reinforces the feeling that pupils have few opportunities to decide what they are to learn or how they are to learn. Therefore, the manner in which any learning experience is approached is critical. The topic must be presented in a fashion that promotes enthusiasm and positive attitudes toward learning.

It is necessary to be sure that topics of study are introduced in a nonthreatening and exciting fashion. Frequently it is heard that creativity, imagination, and the ability to "ham it up" are all necessary attributes for outstanding teaching. There is no better time to unleash these talents than when trying to create pupil interest for a topic of study.

By establishing a motivational setting that arouses pupil curiosity, teachers can eliminate many of the negative feelings pupils develop toward the learning process. Activities that stimulate the interests of students successfully will cause them to think about the topic under discussion and, in turn, will facilitate the bringing together of thoughts and experiences each individual has about the subject.

A number of activities may be employed to create the motivational setting, including field trips, resource persons, an artifacts display related to a topic, role playing, dramatization, or the reading of a story or a poem about the subject to be studied. Acitvities for use in motivating pupil interest are limited only by a teacher's imagination. By establishing an atmosphere of enthusiasm and excitement, teachers can greatly facilitate the task of teaching and learning.

Step 2: Selecting Appropriate Learning Experiences

Once the motivational setting has been successfully implemented, the teacher must attempt to guide the class in selecting additional learning experiences and content related to the topic. To accomplish this, it is important that all students have had some input in choosing certain aspects of a topic on which they would like to focus their individual efforts. This does not mean that students will spontaneously decide what the curriculum will be, but rather will exercise their decision-making skills in determining what directions their learning will take within the necessary framework of the existing program.

A valuable step that facilitates the selection of appropriate and relevant learning experiences is to have discussion and question-raising sessions. In these classroom episodes, students begin to identify areas of personal interest that they would like to pursue in depth. Pupils' questions and discussions will more than likely lead in many different directions. However, many of these will have already been anticipated by the teacher during initial planning sessions. A list of anticipated student questions should be prepared ahead of time. Undoubtedly, students will ask questions or make statements that were not anticipated. These should be accepted and, in many instances, should be included as a part of the topic of

study. If the students offer suggestions that are unrealistic and beyond the boundaries of instructional possibility, the teacher must guide them in a direction that will be within the parameters of the topics and resources available.

It is likely that many children will be interested in pursuing one particular area of interest concerning a topic. For example, the whole class might express an interest in finding out more about the life style of the Japanese teen-ager, while only a few pupils may express an interest in the transportation, food, or literature of these people. Therefore, students might be working individually, in small groups, or as a whole class on various areas of interest. By providing pupils the opportunity to decide which areas of study they wish to undertake, a certain degree of individual ownership for the learning tasks that lie ahead is established.

Definition and selection of learning tasks and activities is another important aspect of step 2. After the teachers and pupils have determined learning outcomes, it is important that appropriate learning tasks and activities are selected that facilitate student attainment of these objectives. This process demands good communication between teacher and pupil. It also requires that teachers be familiar with the individual needs of their pupils. For each individual or group to experience success, it is imperative that the tasks and activities selected for the learners be compatible with their abilities.

It is also important that each individual or group understands clearly its responsibilities for the tasks. Often pupils are unable to fulfill expectations simply because they are unsure of what is expected of them. Teachers must take great care to ensure that every child understands the directions required to complete every learning task. The child who is not sure how to proceed with a task is not likely to achieve the desired outcome with any great success.

In summary, the purpose of the decision-making step is to provide pupils with the opportunity to chart a course of direction for study concerning a curricular topic. Throughout the decision-making process, the teacher serves as a guide and/or resource. The teacher is responsible for directing the pupils so that the outcomes and tasks they pursue are within the parameters of the topic and are best suited to the abilities and needs of the students.

Step 3: Gathering and Recording Information

This segment of the problem method requires the greatest portion of instructional time. During this stage, students are involved in a number of tasks and activities that will provide them with the experiences and information necessary for attaining the learning outcomes selected in step 2. Pupils are involved with researching, reading, observing, listening, and experimenting to gather information pertaining to their areas of interest. The resources that teachers have previously identified as appropriate for the topic play a significant role in helping pupils gather data.

The role the teacher assumes during this step is that of a resource person. The teacher assists pupils in locating the appropriate resource, answering questions, clarifying and elaborating upon terms, and eliminating any confusion the pupils might encounter during this process. The teacher works with individuals, small groups, or an entire class in this role. If, for example, the teacher notes that a certain vocabulary term is causing a problem for many individuals, the teacher can bring the entire class together for the purpose of clarification.

Since pupils are not only gathering but also recording information, the teacher must facilitate this process. It might be that a small group of pupils are having difficulty in writing the directions of a Chinese recipe in the proper

sequence. For the students to be able to accurately record this information, the teacher is able to work directly with these individuals. If a child is unable to write, the teacher may want to assist that student by providing another means for recording information.

This is, indeed, a busy time. It is a time when students are involved in numerous investigations and activities. The teacher must be available for assistance and must be prepared to diagnose and eliminate any difficulties pupils may be experiencing as they are engaged in the process of gathering and recording information.

Step 4: Information Sharing/Summarization

During this step the teacher is responsible for providing leadership in coordinating the sharing and summarizing of information gathered and recorded in step 3. Because students have been engaged in a wide variety of activities and experiences, this task is especially difficult. Careful attention must be given in selecting procedures for sharing information. During this session, pupils regularly report their progress, share the difficulties they have encountered, and describe the work remaining to be done. In step four, pupils are also involved in analyzing, synthesizing, and evaluating the work they have already completed and in making suggestions as to what additional resources might facilitate the tasks in process. This opportunity for sharing may be undertaken concurrently with step 2 and should occur as often as the teacher believes necessary. Care should be taken not to let too much time elapse between information-sharing sessions. Again, these sessions may be on an individual, small group, or large group basis. A number of means may be used to facilitate this process, including informal discussions, individual conferences, written reports, teacher questioning, and brief progress reports.

The summarization portion of this step serves as the unifying element in the instructional process. Under the direct leadership of the teacher, the class as a whole shares the significant learning experiences and accomplishments of each individual or group. During these sessions, individuals and/or groups are involved in activities designed to summarize what they consider to be the most important things they have learned. Such summaries could include completed projects, reports, dramatizations, puppet plays, the sharing of a daily journal, or any number of activities that reflect the experiences the children may have encountered in their investigations of interest areas.

The summarization process may be reinforced by a teacher-directed discussion highlighting the important findings resulting from pupil investigations. The teacher may formulate questions or important comments concerning the key elements of each area of investigation. These questions and comments should focus upon those educational outcomes originally identified in step 2 of this method. Although this discussion is directed by the teacher, each student should be encouraged to participate.

Step 5: Assessment and Evaluation

A critical component of any instructional method is the assessment and evaluation process. This must include an ongoing effort where comprehensive information is gathered by using both formal and informal instruments. The assessment process should be a continuous series of activities designed to deter-

mine the progress of students as they work toward attaining the desired educational outcomes. Such assessment should include tests, observations, checklists, written assignments, conferences, and self-evaluations. The resultant evaluation concerning the attainment of outcomes must include a variety of information to ensure accuracy. A more detailed discussion of specific assessment and evaluation techniques will appear later in this chapter.

A second phase of the assessment and evaluation process involves the pupils in determining the success and value of their learning experiences. It is important that teachers find out how students perceived the educational process and what changes to consider for future instruction. An open discussion might focus on how pupils judged the value of the topic studied and the various learning experiences encountered as instruction progressed. Opinions could also be solicited concerning class performance in relation to educational outcomes, learning tasks, and ability to work individually or in groups. Pupil feedback about the resources utilized could also prove valuable. There are, of course, many more questions that could be posed to pupils during these sessions, but the important thing is to give students an opportunity to participate in this segment of the teaching and learning process.

Promoting and Planning an Integrated Curriculum

John Burrows(3:135) has characterized curriculum as the "daily bread of the schools." Effective learning is dependent upon a dynamic curriculum that has kept pace with the changing nature of our society. Ever present and often rapidly occurring, change demands that educators continuously reevaluate all aspects of the school curriculum.

The task of curriculum design and development is an ongoing process. Curriculum cannot be approached from a piecemeal or patchwork standpoint. Too often the curriculum is formed by the mere addition or deletion of subject content. It must be viewed as a whole rather than a series of separate subject components that can be individually altered to meet the demands of the time. A dynamic curriculum must be designed, developed, implemented, and evaluated as a highly complex, interrelated framework of educational experiences that coordinates the school experience with that of the learner's total environment.

Integrating Special Subjects

Special subjects, such as art, music, physical education, home economics, and industrial arts, can often be integrated with core subjects to enrich the curriculum. Through careful planning and team cooperation, each subject can add a meaningful element to a unit of study. For example, a unit on China may be enhanced when the music teacher includes lessons concerning Chinese music and the unique sounds of their instruments. The art and the industrial arts teachers might work together involving pupils in the design, construction, and decoration of Chinese kites or dragons. In home economics, students may be involved with planning and cooking a Chinese meal. Students could compare and contrast such a meal with a popular meal in our country. They might also assess the nutritional value of each. The physical education teacher could have pupils play Chinese games or participate in sports that are popular in China, such as ping pong. Chinese dance and movement might also prove to be an interesting complement to a unit about China.

These represent only a few suggestions as to how subjects could be integrated with a unit of study. Such subjects add an exciting dimension to unit instruction and can provide pupils with experiences that reinforce their learning in other subject areas. Each special subject has its own unique contribution that can help learning come alive.

Aesthetic Experiences

It is important that children be given experiences designed to expand their understanding and appreciation of beauty. Too often, adults are so busy that they forego the pleasurable rewards of aesthetic experiences. Many items of beauty surround us, yet oftentimes these are not included in instruction. Many people perceive these as frivolous and not belonging in the school curriculum. There is a trend to cut out the "frills" in education, and, unfortunately, many people have considered aesthetic experience to be one of these frills. Comments are frequently made concerning society's insensitivity to beauty, but how can people be expected to appreciate beauty when they have had few meaningful aesthetic experiences in their formative years? Aesthetics are important contributors to the total curriculum. To cultivate a society that values the various forms of beauty, people must be exposed to these forms at an early age, and their aesthetic sense must be developed and nurtured.

Literature and poetry are excellent sources to employ for both instructional and aesthetic purposes. These art forms are available for almost any topic included in a school curriculum. Pupils are fascinated as they read or listen to the words and word patterns of talented authors. The use of literature and poetry should be presented in a fashion that promotes enjoyment and appreciation. Many times, however, they are presented to pupils in a threatening fashion. Students are asked to memorize various passages from the writings of famous authors, to answer test questions, or to report on various aspects of a piece of work. As a result, many students become "turned off" to literature. They have not been given the opportunity to enjoy literature for beauty's sake. Instead, stress has been placed upon the content and mechanics of the author's work.

Students should also be encouraged to create their own literary work. Creative writing experiences serve as an excellent vehicle to stimulate thought and imagination. Pupils are capable of creating works that are, indeed, beautiful and can be enjoyed by others. Middle school pupils have vivid imaginations, thoughts, and feelings that can and should be expressed in writing.

Writing poetry provides another opportunity for pupils to express creativity and beauty. Many middle school students have a negative attitude toward poetry. Comments made by these students reflect the fact that they find poetry dull and boring. This attitude may be changed. There are many books of poetry that children find truly fascinating. When students at any level are exposed to poetry that is of interest and enjoyment to them, their perceptions of poetry quickly change. The reading and writing of poetry should be employed in the classroom on a regular basis. Teachers should serve as a model by reading and sharing poetry that they believe will be enjoyed by the pupils.

Music and art may also add a dimension of beauty to instruction. Again, great works of music and art may be utilized to supplement instruction and develop a sense of appreciation. Music and art represent the thoughts, ideas, and feelings of people. Pupils need experience with a variety of music and art forms if they are expected to patronize these cultural activities throughout their lives. As with writing, pupils should be encouraged to create their own works of music and art. Time should be alloted for such activities, and provisions should be made so that pupils may share their creations with others if they so desire.

Drama and dance are other entertaining and informational forms of beauty. More than ever, schools have access to organized dramatic and dance groups that have programs produced specifically for children. The use of these professional groups should be encouraged and supported. Pupils are fascinated by such performances, and the school may be the only place where many of them will have the chance to enjoy such experiences. Most children are quite capable of producing and participating in dramatizations and dance. Creative dramatics has successfully been employed by many teachers as a means for children to express themselves. The value of creative dance and movement has found recent popularity as activities that give pupils the opportunity to create their own forms of beauty.

Aesthetic experiences must become an integral part of the school curriculum if the objective of developing a totally educated individual is to be realized. Such experiences must be presented so students may perceive them as an important component of the school program rather than as isolated and remote school activities.

The Community as a Learning Laboratory

An excellent way to establish relevance and meaning within the school curriculum is to utilize the community as a learning laboratory. The typical community is a beehive of activity encompassing every facet of living. Usually, little connection is established between these activities and the learning experiences in the school curriculum. Much of what is taught in the classroom seems isolated, and students see little practical application to the real world. Community activities, happenings, and events may be integrated into every subject area of the curriculum. By doing so, what is learned in school and what is happening outside of school become nearly synonymous. Students are able to see the importance and necessity of learning.

If the educational goal of developing future citizens capable of making rational decisions is to be achieved, students must be actively involved in the teaching-learning process. There is little guarantee that pupils will be participating citizens and/or capable decision makers if they are limited to reading and talking about decisions. Using the community as a learning laboratory enables students to become more aware of the concepts of decision making and citizenship.

Recently, a social studies teacher integrated community resources with a unit on the newspaper. Students interviewed the residents of a central city area to determine what effects would result when the only grocery store in the neighborhood was closing. Pupils found that many of the elderly and persons without transportation would have difficulty getting provisions. Pupils were then asked to offer suggestions that might ease the plight of the people in the neighborhood. These suggestions included free bus transportation and a mobile food market that would make scheduled visits to that neighborhood.

Assessing and Evaluating Instruction

While usually not desirable, it is quite possible for assessment and evaluation to exist independently of each other. *Assessment* is an inventory of existing attributes and/or abilities of students at a particular point in time according to such established categories as health, content and skill achievement, and physical, emotional, and psychological maturation.

Evaluation is a process whereby the data collected is used to make judgments according to preestablished criteria or norms. Many authorities in the area of tests and measurements or measurement and evaluation include both assessment and evaluation under the single heading *evaluation*. A problem with this approach is that emphasis is often placed on the interpretation of data rather than on extending the means by which it may be collected. The result is that many teachers perceive evaluation as being restricted to the collection and organization of evidence for the purpose of reporting student progress. It must be clearly understood that the primary purpose of the evaluation process is to provide a means for determining the relative effectiveness of a curriculum in relationship to student attainment of specified educational outcomes. A secondary purpose is to provide a substrata whereby the progress of students may be reported to parents.

Evaluation in its broadest perspective is an essential part of the total school program. Norman Gronlund states: "Evaluation plays an important role in many facets of the school program. It contributes directly to the teaching-learning process used in classroom instruction and is useful in programmed instruction, curriculum development, accountability programs, marking and reporting, guidance and counseling, school administration, and school research."(7:7)

The productivity of evaluation in influencing positive instructional modifications is inextricably tied to the goals and the means by which data concerning student achievement are collected. Before attempting to evaluate the relative success of an instructional unit, sufficient information must be available. If a goal is to teach decision-making skills, for example, techniques must be designed and employed that are sensitive to student attainment of such skills. Assessment, then, is not the place to begin. To evaluate both instructional effectiveness and student performance, broad educational outcomes must be restated in terms of more specific, instructional outcomes or objectives. Caution should be taken to ensure that these objectives or criteria do not become end products in themselves. They are merely indicators of student achievement and progress toward the more important goals.

Many traditional student assessment techniques are inadequate for collecting the information necessary to evaluate student achievement in the areas of decision-making skills or social responsibility. The majority of teacher-made tests do little more than measure the ability of students to memorize and feed back information that the teacher believes to be important. This is not intended to discredit the merits of teacher-made tests, for if properly constructed, they can be a most appropriate and effective means for determining the relative effects of instruction on student achievement. To some extent, these tests may be designed to measure a student's ability to apply such higher cognitive operations as analysis and synthesis. It must be remembered, however, that well-designed paper-and-pencil tests, at best, have the potential for collecting only a small amount of the information necessary for making judgmental decisions regarding student progress and/or instructional successes.

If decision making, problem solving, and social responsibility are to be major goals, there is a desperate need for techniques that adequately measure student

achievements in these areas. Systematized informal evaluation techniques have great potential for meeting this need. Ideally, teachers must be able to observe each student as that individual is involved in the process of decision making throughout a unit. If a student's ability to interact with the environment and to make rational decisions regarding relevant issues and problems is to be assessed, episodes must be created whereby the teacher can observe the students while involved in these processes. Such episodes are, in every sense, evaluative situations. This kind of observation may offer valuable information that may be more significant than data assimilated from formal testing.

Such informal procedures as observation, discussions, checklists, student-teacher conferences, and experience summaries may effectively be employed to assess pupil progress. If these procedures are to be used for meaningful assessment and evaluation, specific criteria must be formulated and implemented. Both students and teachers must know precisely what is to be expected of them throughout the instructional process. In addition, informal techniques must be systematized to realize maximum potential. Accuracy in recording information is essential. Assessment criteria must be objective and must clearly specify what outcomes are being evaluated. Some of the more appropriate and widely used informal assessment techniques and procedures are reviewed in the following discussion.

Systematic Observation

Observing students as they perform specific tasks has the potential of being the most informative assessment technique in informal evaluation. To reach its potential, however, observation must be guided by clearly defined goals and subsequent criteria. Since every observation involves a value judgment, the criteria must be decisive. In many cases, special application episodes must be designed to permit teachers to fully observe students' abilities and skills. Observation results should be carefully and quickly recorded in a narrative statement or on a checklist. The greater the time lapse between the observed activity and the recording, the greater the chance there is of the existence of bias and value judgments that adversely affect the basic data.

Checklists

The checklist is an evaluation tool used to indicate whether a desired skill or attribute has been developed. Criteria statements should be answerable with either a yes or a no. When used in an ongoing systematic observation program, the checklist produces quantitative data applicable for a student profile that enumerate the characteristics present at a particular time and specify the data compiled. Usable checklists should specify the observable behaviors associated with a clearly identified objective. A decision-making checklist, for example, requires a list of indicative behaviors that constitute this skill. A segment of a checklist is shown in Figure 1.

Rating Scales

Like the checklist, a rating scale is an excellent assessment and evaluation tool when used to record student observations. The rating scale may also be very useful for recording information resulting from conferences, class discussions, and experience summaries. The major advantage of the rating scale over the checklist

is that it breaks down the desired behavior into stages of development whereby a numerical value may be assigned to each stage. Typically, rating scales contain five categories ranging from "almost always" to "almost never," as illustrated in Figure 2. To use the rating scale effectively, teachers should be familiar with the scale, avoid general impressions, and select the criteria appropriate to the ability, needs, and expectations of individual students.

FIGURE 1
CHECKLIST

Criteria	Observations (check indicates presence of quality)									
Shares materials										
Accepts ideas of others										
Uses library resources										
Works independently										
Follows directions										

Student Name: _____

FIGURE 2
RATING SCALE

Criteria	Rating				
	Almost always /	Most of the time /	Half of the time /	Quite rarely /	Almost never /
Recognizes factors influencing activities	/	/	/	/	/
Initiates ideas in group discussion	/	/	/	/	/
Applies group ideas to practical situations	/	/	/	/	/

Student Name _____

Experience Summaries

Writing reports is an effective way for students to share experiences both inside and outside of school that complement and/or have grown out of unit investigations. This exercise produces evidence of writing ability, application of skill to social action projects, and depth of understanding of the basic concepts involved. Teachers should encourage students to make experience summaries brief and accurate and to document them with time, place, and other individuals involved. In some instances it may be desirable to have the student present the report to the entire class. The teacher should be cautious, however, that the spelling, handwriting, and grammatical abilities do not bias or mask the level of action and understanding.

Teacher-Student Conferences

Individual or group conferences with students can produce information not obtainable by any other formal or informal assessment device. If the pupils feel secure in their relationships with the teacher, many interests and strengths, as well as attitudes and problems, may be unveiled. These insights may prove valuable in both the planning and the implementation phases of unit instruction. During each conference, teachers should be positive, assure confidentiality, avoid confrontations, and allow students ample opportunity to express themselves openly and freely.

Self-Evaluation

This technique permits pupils an opportunity to examine many relevant aspects of their life, such as values, attitudes, self-concept, and goals and aspirations. How children perceive themselves in relationship to their goals and to other students, and the reasons they give for being there are insightful information not readily detectable by other means. In addition, no other assessment technique is as effective in determining individual progress along the learning continuum than self-evaluation from a child who has a positive self-image and a well-defined perception of expectations. Students should perceive the process of self-evaluation as an assessment rather than an evaluation where emphasis is placed upon identifying progress and achievement.

Summary

In general, no single assessment is sufficient by itself. Teachers should select informal techniques as well as the more formal paper-and-pencil varieties. The evaluation of pupil progress is an essential element for improving instruction and learning. The ability to make informative choices and decisions concerning the future directions that educational programs take is directly related to the ability to accurately evaluate the relative successes of students as they proceed toward the attainment of curricular and instructional goals and objectives. While goals may remain stable over an extended period of time, the specific behaviors promoted and the manner in which professionals teach must be flexible and congruent with the ever-changing demands society places on youth and the schools.

CHAPTER 4
TEACHER RESOURCES

The purpose of this chapter is to provide teachers with some resource materials that should prove beneficial for planning, implementing, and evaluating instruction. For organizational purposes, this resource bibliography is divided into five sections. It is hoped that these additional resources may enable teachers to investigate further some of the topics discussed in this text.

Decision Making

Anderson, James G. *Bureaucracy in Education.* Baltimore: John Hopkins Press, 1968.

Bauer, Raymond Augustine. *The Study of Policy Formation.* New York: Free Press, 1968.

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Maidment, Robert, and Bronstein, Russell. *Simulation Games: Design and Implementation.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

Shaver, James P., and Strong, William. *Facing Value Decision: Rationale-Building for Teachers.* Belmont, Calif.: Wadsworth, 1976.

Addresses for Free and Inexpensive Materials

Agricultural Extension Service, The Ohio State University, Columbus, Ohio 43210.

Division of Environmental Education, School of Natural Resources, The Ohio State University, 124 West 17th Avenue, Columbus, Ohio 43210.

Division of Travel and Recreation, 155 North High Street, Columbus, Ohio 43215.

Educational Services Division, Consumers Union, 256 Washington Street, Mt. Vernon, New York 10550.

Environment Education: Why, What, and How, State Department of Education, Columbus, Ohio.

Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 East 38th Street, New York, New York 10016.

Joint Council of Economic Education, 2 West 46th Street, New York, New York.

Material about Africa: African American Institute, 866 United Nations Plaza, New York, New York 10017.

Material about Asia: Asia Society, 112 East 64th Street, New York, New York 10021.

Material about Latin America: Pan American Union, Organization of American States, 19th Street and Constitution Avenue, N.W., Washington, D.C. 20006.

Material on world affairs and also material for studying South America, Africa, and the Middle East in elementary schools: Teacher's College, Columbia University, New York, New York 10027.

Free Booklets and Pamphlets

Consumer Education Curriculum Guide for Ohio—Grades K-12 (teaching units available). Columbus, Ohio: Division of Vocational Education, State Department of Education.

Facts about United States Money. U.S. Treasury Department, Washington, D.C. 20025.

McNeal, James U. *Children as Consumers.* Bureau of Business Research, University of Texas, Austin, Texas 78712.

Monthly Catalog of United States Government Publications. U.S. Government Printing Office, Washington, D.C. 20401.

What Kind of Environment Will Our Children Have? American Association of Colleges for Teacher Education, One Dupont Circle, Wasington, D.C. 20036.

The Middle School

Bondi, Josep. *Developing Middle Schools: A Guidebook.* New York: MSS Information Corp, 1972.

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Murphy, Judith. *Middle Schools.* New York: Educational Laboratories, 1966.

Overly, Donald E. *The Middle School: Humanizing Education for Youth.* Worthington, Ohio: C. A. Jones Publishing Co., 1972.

Schein, Bernard. *Open Classrooms in the Middle School.* West Nyack, N.Y.: Parker Publishing Co., 1975.

Wiles, Jon. *Planning Guidelines for Middle School Education.* Dubuque, Iowa: Kendall-Hunt Publishing Co., 1976.

Unit Planning

Hanna, Lavone Agnes. *Unit Teaching in the Elementary School.* New York: Rinehart, 1963.

Hanna, Lavone Agnes. *Unit Teaching in the Elementary School; Social Studies and Related Sciences.* New York: Holt, Rinehart, and Winston, Inc., 1963.

Jones, Arthur Julius. *Principles of Unit Construction.* New York: McGraw-Hill Books Co., 1939.

Nerbovig, Marcella Hannah. *Unit-Planning: A Model for Curriculum Development.* Worthington, Ohio: C. A. Jones Publishing., 1970.

POSTSCRIPT

The unit method of planning submitted in this book was conceived to a great extent at the university level. It emanated from the expressed needs of elementary, middle, and junior high school teachers to find a means of organizing instruction that achieves a balance between theory and practice, between knowledge and process skills, and between the information perceived as significant and the daily needs of their respective students.

No one method of planning can provide teachers with the solutions to the great number of diverse instructional needs required in classroom teaching. Similarly, the use of the unit method of planning will not ensure quality teaching and learning. It is the task of the professional staff to select and use the method that permits the organization of student learning in an effective and efficient manner to ensure optimum attainment of educational goals. The combination of the resource and the instructional units does, however, give school faculties a vehicle for unifying efforts in making student learning relevant and in the attainment of school goals and instructional objectives.

Instilling a sense of social responsibility is a goal fundamental to middle school curricula. During this early adolescent stage of development, students begin to view the world more globally, to perceive consequences for their actions, and to explore and test the social and cultural alternatives. To provide for the needs of students experiencing these changes, significant instructional emphasis must be placed on the development of decision-making skills and responsible social action. Moreover, responsibility for facilitating the development of this goal cannot be relegated to one content area or teacher. Nor is it likely that this goal will be fully realized through independent efforts of teachers, regardless of the extent of integrated planning. It is through the combined efforts of the educational staff working together throughout the instructional process that students will begin to perceive meaning in the curriculum as a whole. Students will become active and positive social actors only if ample opportunities are provided for the transfer of integrated learning to the complexities of problems and issues in living and, thereby, in life.

A common concern among preservice and in-service teachers revolves around the question "If this method or technique works so well, why isn't it commonplace in the schools?" An easy justification is to place the blame on the classroom teacher, the schools, the teacher-educator, or the taxpayer. However, those attempting to improve classroom instruction at all levels must share some of the responsibility. What must be developed is an effective and ongoing means of dissemination of ideas and materials *among* all levels of education. Certainly, members of university faculties must be just as attuned to the existing materials and ways of teaching that are taking place in many classrooms as classroom teachers should be of the research, hardware, and software being investigated in higher education.

Theory must not be abandoned as some advocate, because it provides an impetus for change and direction in the improvement of classroom teaching and learning. Classroom practices must be approached at both the local and the university levels with rationale and implementation strategies, and direct support must be given to the middle school student, classroom teacher, preservice teacher, and university faculty member. In essence, attempts to improve instruction must be mutually challenging and beneficial.

Considerable emphasis has been placed throughout this book on making

instruction relevant to middle school students. The goals that are stated and the compatibility of instruction in attaining them demand the continued and combined effort of classroom teachers. Today, combined theory-to-practice efforts are being encouraged at all levels of education. With the drop in enrollment in higher-education teacher education programs, college faculties are focusing more on field-based and in-service participation, with emphasis on practical problems. The present is an opportune time for middle school administrators and faculties, individually and collectively, to seek more direct and ongoing support in developing and implementing new programs and practices. Innovation and change are greatly facilitated by extensive support systems.

Throughout the preparation of this manuscript, concerted effort has been given to the unification of theory and practice. During this process, many excellent ideas were proposed by preservice and in-service teachers. However, the decision was made to provide a basic rationale rather than a "cookbook" of sources of information. In the spirit of developing in students a sense of social responsibility through decision making, problem solving, and responsible attitude formation, it is essential that educators understand the means of assessing and providing for the needs of particular groups of students. If this text has provided stimuli and some insight for teachers to unify their efforts in planning programs that help students deal with the problems and issues that frequently appear to be engulfing them, then its purpose has been accomplished.

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